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Armstrong Faculty Senate Minutes

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1-12-2009

# January 12, 2009 AASU Faculty Senate Minutes

Armstrong State University

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**Armstrong Atlantic State University  
Faculty Senate Meeting  
Minutes of January 12, 2009  
University Hall rm. 156, 12:10 p.m.**

**I. Call to Order**

12:19

There were 38 of 40 senators present. Please see Appendix A for a list of attendees.

**II. Approval of December minutes with correction/addition for November Minutes**

December Minutes: Approved

Addition to November Minutes (App B): Approved

Other action, as related to December minutes:

Senator McGrath raises the point that in accordance with Robert's Rules of Order President Hampton's creation of an Ad Hoc committee to study the issue of ex-officio senate membership was out of order.

The Rules state: "A special committee should not be appointed to perform a task that falls within the assigned function of an existing standing committee." (RONR 9th ed., p. 482) This language takes precedent over the Senate's Constitution and Bylaws which grant the Presidential right to form Ad Hoc committees.

Point of Order: The previous appointment of Ad Hoc committee was out of order, and is null and void. The issue of ex-officio senate membership is therefore remanded to the Constitution and Bylaws committee. That committee will report findings to the senate at the February meeting.

**III. University Curriculum Committee (App C)**

Motion from the floor to proceed with curricular items, given the short review period:  
Approved.

COE: Approved changes to curriculum

COHP: Approved changes

COLA: Approved changes

COST: Approved changes

**IV. Dr. David Carson, VP for Business and Finance & Dr. Ellen Whitford: Presentation on the budget process at AASU.**

Dr. Carson provided a hand-out; it is available in hard copy on file with the minutes.

Highlights of presentation:

- \* Budgetary process has been shaken by economic state.
- \* Portion of budget is top-down, a portion is also bottom-up.
- \* Any changes will be transparent.
- \* Dr.'s Whitford and Carson are the budget team.

Question from floor: how is this effecting campus construction? Answer: negatively – but not disastrously. Attempts loom to secure bond monies to keep on with established construction dates.

Question from floor: anticipate hiring freeze? Answer: No. It has been discussed but is not anticipated. Follow up question: is there a concern that the BOR will issue such a dictate? Answer: That is a concern.

Question from floor: what are the safety regulations that prevent utility savings by turning off the lights in buildings when they are not in use? Answer: Will check on it.

## V. Old Business

- a. Bylaws second readings
  - i. Educational Technology (App D) Approved
  - ii. Interdisciplinary Studies (App E) Approved

Senator Knofczynski brings it to senate attention that the Interdisciplinary committee has some duties relating to hiring and promotion. Senator Winterhalter responds that was the intention as interdiscipline studies increase. Senator White raises issue of disparity regarding the fact that issues of hiring, promotion and tenure are generally handled at the department level, however with interdisciplinary studies it's being handled in a legislative forum. Senator White expresses additional concern that this hasn't been discussed within departments. Senator Winterhalter clarifies that the committee will not be involved in specific cases of hiring or promotions, but will rather be recommending policies and procedures.

At this point, due to departed senators, quorum is broken.

Another meeting is called for Friday, Jan 6, to discuss bylaws. The meeting will be in the Fine Arts Building at 12:10.

## VI. Announcements

Pres. Hampton: please be sure to fill out USG Core Curriculum Survey.

Adjourned

12:40

Respectfully Submitted,  
Jewell Anderson

## Appendix A

### Senators present

Anderson, Jewell  
Baker, Christopher  
Bennett, Katherine  
Bevis, Rhonda  
Butina, Michelle  
Coulton, Kimberly  
Craven, Kathryn  
Crosby, Joey  
Daugherty, Bill  
Eastman, Sean  
Garrity, April  
Gilbert, Catherine  
Goeser, Priya  
Hampton, Kevin  
Hashemi, Ray  
Hizer, Todd  
Hollinger, Karen  
Horah, Richard  
Jensen, John  
Katz, Frank  
Knofcynski, Greg  
Lander, Jennifer  
Larson, Brett  
Logan, Brenda  
Loyd, Robert  
Mahan, Pamela  
McCall, Linda Ann  
McGrath, Richard  
Moore, Marsha  
Nivens, Delana  
Riemann, Bryan  
Scott, Vann  
Tuck, Linda  
Thomas, Patrick  
Todesca, Jim  
White, Nancy  
Wimer, Greg  
Winterhalter, Teresa

### Ex-Officio members present

Whitford, Ellen – VPAA  
Watjen, Russell – VP Enrollment Svsc.  
Conroy, Shelley – Dean COHP  
Finlay, Mark – Int. Dean COLA  
Shields, George – Dean COST  
Jodis, Stephen – Asst.  
Murphy, Dennis – Assoc. VP Acad. Affairs

## Appendix B

(Appendix H – within Nov Mins)

The History Department unanimously requests that the faculty senate clarify the status of its ex officio members. We ask clarification of three issues:

1. Which members of the administration hold ex officio status according to the current constitution?
2. Of those administrators who currently have ex officio status, how many enjoy faculty status as well?
3. If they have faculty status, administrators are already recognized as non-voting members of the faculty (Constitution, article 1, section D) and as such can attend open meetings of the senate (By Laws, article 8, sections A-C). Why, then, are some administrative personnel also given ex officio membership? What is it about the duties and expertise of their office that warrants them sitting as ex officio members? We ask that this be addressed on case by case basis, i.e., a rationale for each administrator deemed to hold ex officio membership.

Appendix C



**ARMSTRONG ATLANTIC  
STATE UNIVERSITY  
UNIVERSITY CURRICULUM COMMITTEE MEETING**

University Hall 282  
Minutes, November 19, 2008

**PRESENT:** James Brawner, Kimberly Coulton, Sharon Gilliard-Smith, Leon Jaynes, Rick McGrath (Chair), Dorothée Mertz-Weigel, Regina Rahimi, Randall Reese, Leigh Rich (Vice Chair), Ashraf Saad, James Todesca, Jennifer Zettler, Phyllis Panhorst (Catalog Editor)

**ABSENT:** Patricia Coberly

**GUESTS:** Myka Bussey-Campbell, Robert Gregerson, Marilyn Hutchinson, Linda Ann McCall, Vann Scott, Helen Taggart, Patrick Thomas

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**CALL TO ORDER.** The meeting was called to order at 3:03 by Dr. Rick McGrath.

**APPROVAL OF MINUTES.** The minutes of October 15, 2008 were approved as presented.

**SECTION I. Undergraduate Items Approved**

The following items were discussed and approved by the committee and are being submitted to the Faculty Senate for final approval.

**I. College of Education**

**A. Early Childhood Education**

**1. Delete the following courses:**

~~CEUG 4811 Internship P-12~~

0-V-6

~~CEUG 4812 Internship P-12~~

0-V-6

~~ECUG 4240 Practicum for Individual Reading Instruction~~

3-8-3

Rationale: CEUG 4811 and CEUG 4812 are no longer being offered. They have been replaced by ECUG 4750. ECUG 4240 is no longer offered.

**Effective date: Spring 2009**

**2. Change the following course title:**

ECUG 3040 ~~Diversity in Childhood and Adolescence~~

2-2-2

Rationale: The new course, EDUC 2120 Exploring Socio-Cultural Perspectives On Diversity In Education Contexts, replaces the diversity component in ECUG 3040.

**Effective date: Spring 2009**

**3. Delete the following courses:**

~~ECEG 7811 Provisional Internship~~

3-6-3

~~ECEG 7812 Provisional Internship~~

3-6-3

Rationale: These internships were part of a program that no longer exists.

**Effective date: Spring 2009**

**B. Middle and Secondary Education**

**1. Change the following course description:**

**MGSE 4200 READING AND WRITING ACROSS THE CURRICULUM**

**3-2-3**

Prerequisites: Admission to Candidacy in the Department of Middle Grades and Secondary Education, EDUC 3100 and EDUC 3200.

Description: Teaching and evaluation of literacy through reading and writing in the content areas for adolescents learners ~~Directed field experience required.~~

Rationale: This course no longer requires a field experience component.

**Effective date: Spring 2009**

**2. Delete the following courses:**

~~**MGSE 4811 INTERNSHIP I**~~

~~**0-V-6**~~

~~**MGSE 4812 INTERNSHIP II**~~

~~**0-V-6**~~

Rationale: These internships are no longer offered.

**Effective date: Spring 2009**

**II. College of Health Professions**

**A. Dental Hygiene**

**1. Change the following course:**

DHYG 2201 Clinical Dental Hygiene III

2-0-2

Prerequisite: All 1000 level DHYG courses, and CHEM 1010 or **CHEM 1152**, and BIOL 2275  
Corequisite: DHYG 2201L

Rationale: The content taught in courses CHEM 1151 and 1152 will satisfy the dental hygiene accreditation standards for the biomedical science content relating to chemistry.

**Effective Term: Spring 2009**

**2. Change the following course:**

DHYG 2201L Clinical Dental Hygiene III Laboratory

0-12-4

Prerequisite: All 1000 level DHYG courses, and CHEM 1010 or **CHEM 1152**, and BIOL 2275

Corequisite: DHYG 2201

Rationale: The content taught in courses CHEM 1151 and 1152 will satisfy the dental hygiene accreditation standards for the biomedical science content relating to chemistry.

**Effective Term: Spring 2009**

**B. Health Sciences**

**1. Modify Area F for the Bachelor of Health Science**

Area F - Course Related 18 Hours

HSCC 2200 - Health Communication

HSCC 2300 - Management of Health Information

HSCC 2500 - Health Issues and Resources

RESP 2110 - Medical Terminology

**MATH 2200 – Elementary Statistics\***

~~Two~~ **One\*\*** course selected from:

MATH 2200—Statistics\*

ANTH 1102 - Anthropology\*\*

ECON 2105 - Macroeconomics\*\*

PSYC 1101 - Introduction to Psychology\*\*

SOCI 1101 - Sociology\*\*

*\*If not taken in Area D*

*\*\*~~If not taken in Area E~~ If MATH 2200 is taken in Area D, select a second course from the list.*

Rationale: We would like to make statistics be a required course.

**Effective Date: Spring 2009**



## **2. Modify Track 3: Public Health**

Track Three: Public Health - Related Field Courses (21 hours)

HSCC 3760 - Environmental and Community Health Issues

HSCP 3730 - Health Promotion Theory

HSCP 3740 - Health Promotion Methods

HSCP 3750 - Topics in Public Health

HSCC 4015 – Health Planning

GERO 5500U – Survey of Gerontology

PUBH 5550U – Nutrition

A minimum of 27 semester hours chosen from the following:

**BIOL 2081 - Human Anatomy and Physiology I**

**BIOL 2082 - Human Anatomy and Physiology II**

GERO 5510U - Healthy Aging

HSCP 2000 - Ethical Theories/Moral Issues in Health

HSCP 3710 - Worksite Wellness and Safety

HSCP 3790 - Health and Fitness Management

HSCP 4000 - Independent Study in Health Sciences

HSCA 4201 - Health Care Marketing

HSCA 4620 - Principles of Management in Health Services      Organizations

HSCA 4640 - Managed Care Concepts

HSCC 3130 – Health Policy Issues

HSCC 4950 - Practicum

MHSA 5500U - Managing Health Professionals

PEAT 2100 - Prevention and Care of Sports Injuries

~~PEHM 2281 – Human Structure and Function I~~

~~PEHM 2282 – Human Structure and Function II~~

PUBH 5555U - Health and Human Performance

PUBH 5560U - Introduction to International Health

PUBH 5565U - Strategies for the Prevention of Chemical Dependency

PUBH 5570U - Women and Minority Health Issues

PUBH 5575U - Health and Sexuality

PUBH 5580U - Health and Human Development

PUBH / SMED 5600 U - Healthy Weight Mgmt & Body Comp

PSYC 5150U - Conflict Resolution

PSYC 5200U - Industrial/Organizational Psychology

PSYC 5300U - Leadership and Group Dynamics

SPAN 1001 – Elementary Spanish I

SPAN 1002 – Elementary Spanish II

Electives (9 hours maximum)

Rationale: Correction in catalog.

**Effective Date: Spring 2009**

## **3. Change prerequisite/ Corequisite**

HSCP 4030 - Health/Fitness Management

Prerequisite ~~or corequisite~~: Senior status in the BHS Health and Fitness Management Track **and HSCA 3600**.

Rationale: Students who have not taken HSCA 3600 Financial Management are at a significant disadvantage in this course.

**Effective Date: Spring 2009**

### **C. Nursing**

#### **1. Change the following course credit hours:**

NURS 4440 POPULATION FOCUSED NURSING ~~2-9-5~~ **3-6-5**

Prerequisites: NURS 4345, NURS 4355, NURS 4313 and NURS 4445

Description: The professional nurse's role in population focused health care.

Rationale: This change was inadvertently omitted during the last revision. The decrease in clinical hours was recommended by the Georgia Board of Nursing during their last site visit to the department. The decrease reflects a more realistic expectation of student clinical work during the last semester of the pre-licensure nursing program.

**Effective: Spring 2009**

### **D. Radiologic Sciences**

#### **1. Change the following course description:**

RADS 4430 Professional Practice Seminar **3-0-3**

Prerequisite: Permission of instructor or department

Description Open only to majors in radiologic sciences. ~~Capstone~~

**Examination of major trends and issues affecting present day radiation and imaging practitioners sciences.**

Rationale: This course may not always be delivered as a capstone course, and the content will be expanded to include issues more global than the practitioner.

**Effective Term: Spring 2009**

## **III. College of Liberal Arts**

### **A. History**

#### **1. Create the following course:**

**HIST 3225 History of the Ancient Near East** **3-0-3**

**Prerequisites: HIST 1111 or HIST 1112 or HIST 1112H or permission of instructor**

Description: Examination of the ancient Near East from prehistory to the rise of Islam. Topics may include ancient Israel, Sumer, Egypt, Assyria, Babylonia, Persia, Greece, Rome, and Byzantium.

Rationale: HIST 3225 is intended to be the first of a two-course sequence on the history of the Middle East from prehistory to modernity. It will, therefore, complement HIST 3230, which surveys Middle Eastern affairs from the rise of Islam to the contemporary era.

**Effective Term: Spring 2009**

**CURCAT:**

**Major Department: History**

**Can course be repeated for additional credit? No**

**Maximum Number of Credit Hours: 3**

**Grading Mode: normal**

**Instruction Type: lecture**

**3. Modify the following course:**

**HIST 4900 4010 Seminar in Non-Western History Seminar**

**3-0-3**

Prerequisite: HIST 3500 or **permission of instructor**

Description: ~~Detailed analysis of a specific problem, theme, or topic in non-western history. Writing-intensive. Format varies: colloquia with extensive readings and the writing of several critical essays, or a research class with a formal research paper.~~ **A first seminar engaging the student in extensive readings (both primary and secondary) and resulting in a formal research paper. The historiography particular to the field of study will also be covered.**

Rationale: Given the place and role of both 3500 and 4500, this other requirement for majors (to complete at least one of the “seminars”), suggests that these “intermediate” courses should be clearly distinguished from 3500 and the capstone 4500 (Advanced Research Seminar in History). Ergo the renumbering to make this progression and curricular relationship among courses more clear as well as the renaming of these courses as “pro-seminars.”

**Effective Term: Fall 2009**

**4. Modify the following course**

**HIST 4920 4020 Seminar in European History Seminar**

**3-0-3**

Prerequisite: HIST 3500 or **permission of instructor**

Description: ~~Detailed analysis of a specific problem theme, or topic in European history. Writing-intensive. Format varies: colloquia with extensive readings and the writing of several critical essays, or a research class with a formal research paper.~~ **A first seminar engaging the student in extensive readings (both primary and secondary) and resulting in a formal research paper. The historiography particular to the field of study will also be covered.**

Rationale: Given the place and role of both 3500 and 4500, this other requirement for majors (to complete at least one of the “seminars”), suggests that these “intermediate” courses should be clearly distinguished from 3500 and the capstone 4500 (Advanced Research Seminar in History). Ergo the renumbering to make this progression and curricular relationship among courses more clear as well as the renaming of these courses as “pro-seminars.”

**Effective Term: Fall 2009**

**5. Modify the following course:**

**HIST ~~4930~~ 4030 Seminar in American History Seminar**

**3-0-3**

Prerequisite: HIST 3500 or **permission of instructor**

Description: ~~Detailed analysis of a specific problem, theme, or topic in American history. Writing intensive. Format varies: colloquia with extensive readings and the writing of several critical essays, or a research class with a formal research paper.~~ **A first seminar engaging the student in extensive readings (both primary and secondary) and resulting in a formal research paper. The historiography particular to the field of study will also be covered.**

Rationale: Given the place and role of both 3500 and 4500, this other requirement for majors (to complete at least one of the “seminars”), suggests that these “intermediate” courses should be clearly distinguished from 3500 and the capstone 4500 (Advanced Research Seminar in History). Ergo the renumbering to make this progression and curricular relationship among courses more clear as well as the renaming of these courses as “pro-seminars.”

**Effective Term: Fall 2009**

**6. Modify the following course:**

**HIST ~~4500~~ Research Advanced Seminar in History ~~Historical Methods 2-2-~~**

**3 3-0-3**

Prerequisite: HIST 3500 **and either HIST 4010 or HIST 4020 or HIST**

**4030.**

Description: ~~Advanced~~ Study of the nature and methods of historical research **for the advanced student**, treating problems of investigation, organization, and formal writing. Requires a major research paper using primary sources.

Rationale: The new title and prerequisites more appropriately reflects the course content and purpose. .

**Effective Term: Fall 2009**

**8. Delete the following course:**

**~~HIST 4960 American Historiography~~**

Rationale: The historiographical elements in HIST 3500 as well as in the Pro-seminars (HIST 4010, 20, 30) make this course redundant.

**Effective Term: Fall 2009**

**9. Delete the following course:**

~~**HIST 4970 European Historiography**~~

Rationale: The historiographical elements in HIST 3500 as well as in the Pro-seminars (HIST 4010, 20, 30) make this course redundant.

**Effective Term: Fall 2009**

**10. Delete the following course:**

~~**HIST 4910 Seminar in Russian History**~~

**3-0-3**

Rationale: This course seems aberrant as a stand alone course in relation to the other three seminars now “pro-seminars”.

**Effective Term: Fall 2009**

**11. Delete the following course:**

~~**HIST 3240 Ancient Israel/Palestine**~~

**3-0-3**

Rationale: With the creation of the proposed course on the history of the ancient Near East, an additional 3000 level course on a similar topic would be redundant. The content of HIST 3240 should be reserved for more specialized topics courses.

**Effective Term: Fall 2009**

**12. Modify the Program of Study for the B. A. in History as follows:**

**B. Major Field Courses**

HIST 3500 - Foundations of Historical Studies

HIST 4500 - ~~Historical Methods~~ **Advanced Seminar in History**

One course from:

~~HIST 4900~~ **4010 - Seminar in Non-Western History** ~~Seminar~~

~~HIST 4910 - Russian History Seminar~~

~~HIST 4920~~ **4020 - Seminar in European History** ~~Seminar~~

~~HIST 4930~~ **4030 - Seminar in American History** ~~Seminar~~

~~One course from:~~

~~HIST 4960 - American Historiography~~

~~HIST 4970 - European Historiography~~

One public history course (3000 or above)

~~Six~~ **Seven** other history courses at the 3000 level or above

Portfolio requirement

**Effective Term: Fall 2009**

#### **IV. College of Science and Technology**

##### **A. Biology**

##### **1. Change the prerequisites for the following course:**

BIOL 3520 Medical Microbiology

Prerequisites: BIOL 2010 (minimum grade of C) and BIOL 2500 (**minimum grade of C**) and CHEM 1211

Rationale: All students majoring in biology are required to have a C in their major courses to graduate; therefore, it is recommended that students be required to achieve adequate mastery of the prerequisite courses (minimum grade of C) before they enroll in this course. This will contribute to the overall student success in this course.

**Effective Term: Spring 2009**

##### **2. Change the prerequisites for the following course:**

BIOL 4320 Environmental Microbiology

Prerequisites: BIOL 2010 (**minimum grade of C**) and ~~BIOL 2500~~ and BIOL 3000 (**minimum grade of C**)

~~Prerequisite or corequisite: CHEM 2101 and CHEM 2101L~~

Rationale: All students majoring in biology are required to have a C in their major courses to graduate; therefore it is recommended that students be required to achieve adequate mastery of the prerequisite courses (minimum grade of C) before they enroll in this course. This will contribute to the overall student success in this course. BIOL 2500 is already a prerequisite for BIOL 3000, and the instructor feels that CHEM 2101 is not a necessary prerequisite/corequisite for this class.

**Effective Term: Spring 2009**

##### **3. Change the prerequisites for the following course:**

BIOL 4200 Mammalian Physiology

Prerequisite: **BIOL 2500 3000 and either BIOL 1108 or BIOL 1108H**

~~Prerequisite or corequisite: BIOL 3000~~

Rationale: SHIP recognizes either prerequisites or corequisites but not both as listed. Therefore, students are able to register for BIOL 4200 without taking BIOL 3000. BIOL 2500 is a prerequisite for BIOL 3000. BIOL 1108H needs to be added because SHIP does not recognize honors courses unless they are listed separately.

**Effective Term: Spring 2009**

**4. Change the prerequisites for the following course:**

BIOL 4510 Modern Principles of Development

Prerequisite: ~~BIOL 2500~~, **BIOL 3000** and either **BIOL 1108** or **BIOL 1108H**

Rationale: BIOL 2500 is already a prerequisite for BIOL 3000. BIOL 1108H needs to be added because SHIP does not recognize honors courses unless they are listed separately.

**Effective Term: Spring 2009**

**5. Change the prerequisites for the following course:**

BIOL 2275 Microorganisms and Disease

Prerequisite: **A minimum grade of C in** ~~BIOL 2081~~ and BIOL 2082

Rationale: Requiring that students first earn a C or better in prerequisite courses will help contribute to the overall student success in this course. BIOL 2081 is a prerequisite for BIOL 2082.

**Effective Term: Spring 2009**

**6. Change the course number and prerequisites for the following course:**

~~BIOL 3530~~ **4650** Immunology

Prerequisite: BIOL 2010 (**minimum grade of C**) and ~~BIOL 2500~~ **BIOL 3000** (**minimum grade of C**)

~~Prerequisite or corequisite: BIOL 3010~~

Rationale: This is a very challenging course for upper-division students. Students will be better prepared if they have not only taken the prerequisite courses, but also achieved an adequate level of mastery of the material (minimum grade of C). Cell Biology (BIOL 3000) will better provide students with important foundations in cell function, intracellular signaling, and cell-to-cell interactions which are an integral part of the immunology curriculum. Because Cell Biology is a 3000-level course, it is appropriate to change Immunology to a 4000-level course. This new number will also more accurately reflect the difficulty and expectations of the course which is most appropriate for students of junior/senior status.

**Effective Term: Spring 2009**

**7. Change the course description and prerequisites for the following course:**

BIOL 4400 Virology

Prerequisite: BIOL 2010 (**minimum grade of C**) and ~~BIOL 2500~~ and BIOL 3000 (**minimum grade of C**)

**Description:** ~~Chemical and physical characteristics of viruses including pathogenesis and epidemiology.~~ **Survey of virus structure and genetics, replication strategies, molecular interactions between viruses and their hosts, viral diseases, use in biotechnology, and overall impact on society.**

**Rationale:** This course has not been taught in several years and with recent addition of faculty will be able to become a regular part of the biology course offerings (approximately every other spring). The current course description is relatively uninformative and therefore has been modified to reflect the content of this revitalized course. All students majoring in biology are required to have a C in their major courses to graduate; therefore it is recommended that students be required to achieve adequate mastery of the prerequisite courses (minimum grade of C) before they enroll in this course. This will contribute to the overall student success in this course. Because BIOL 2500 is a prerequisite for BIOL 3000, it is redundant and therefore unnecessary to include BIOL 2500 as a prerequisite for this course.

**Effective Term: Spring 2009**

**8. Delete the following course:**

~~BIOL 3410 FUNDAMENTALS OF NUTRITION~~

**Rationale:** This course has not been offered at least since 2000 and was taught by a faculty member who retired in 2004.

**Effective Term: Spring 2009**

**9. Change the prerequisites and number of laboratory hours for the following two courses:**

- |   |         |
|---|---------|
| a. BIOL 2081 Human Anatomy and Physiology I   | 3-2 3-4 |
| Prerequisite: <b>A minimum grade of C in either</b> BIOL 1107, <del>or</del> CHEM 1151, <del>or</del> CHEM 1211, or CHEM 1010 |         |
| b. BIOL 2082 Human Anatomy and Physiology II  | 3-2-3-4 |
| Prerequisite: <b>A minimum grade of C in</b> BIOL 2081  |         |

**Rationale:** To cover the amount of material required in BIOL 2081 and BIOL 2082, an extra hour of scheduled laboratory time is necessary. This would also lessen the demand from students for unsupervised “open” laboratory hours. This change would bring these two laboratories in line with those of other science courses (Biology, Chemistry, and Physics) that allow at least three hours for laboratory sessions. Students who take these courses without first earning a C or better in the prerequisite courses often do not pass and have to retake these classes.

**Effective Term: Fall 2009**



**10. Change the title, description, prerequisites, and co-requisites for the following course:**

~~BIOL 4000 ADVANCED CELLULAR PHYSIOLOGY~~ **Cancer Biology**

~~Prerequisite: BIOL 2500 and BIOL 3000~~ **(minimum grade of C)**

~~Prerequisite or corequisite: CHEM 2101 and CHEM 2101L~~

~~Description: Mechanisms, models, and theories explaining cellular phenomena with emphasis on eukaryotic animal cells, to include activities, electrical properties of cells, motility and communication.~~ **An introduction to carcinogenesis with an emphasis on the genetic, molecular, and cellular mechanisms regulating cancer initiation, progression, and metastasis.**

Rationale: For the past two academic years, Cancer Biology has been a popular special topics course with an average enrollment of 20 students per offering while Advanced Cellular Physiology has not been taught in several years. The study of cancer biology requires integration of several fundamental concepts and disciplines in biology, and provides an excellent venue for our students to tie together their previous academic experiences as applied to the exploration of the biology of cancer. Additionally, the opening of the William & Iffath Hoskins Center for Biomedical Research (a facility dedicated to cancer research) underscores the need to train students in cancer biology in order to make them a more marketable applicant in the regions current and future workforce.

All students majoring in biology are required to have a C in their major courses to graduate, therefore it is recommended that students be required to achieve adequate mastery of the prerequisite courses (minimum grade of C) before they enroll for this course. This will contribute to the overall student success in this course. BIOL 2500 is already a prerequisite for BIOL 3000, and the instructor feels that CHEM 2101 and CHEM 2101L are not a necessary prerequisite/corequisite for this class.

**Effective Term: Spring 2009**

**11. Modify the program for the Degree of Bachelor of Science in Biology**

**PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN BIOLOGY**

B. Major Field Courses ..... 47  
hours

BIOL 2010 - Microbiology (If used to satisfy area F, add a four credit hour elective from biology.)

BIOL 2020 - Survey of the Kingdoms Plantae and Fungi (If used to satisfy area F, add a four credit hour elective from biology.)

BIOL 3000 - Cell Biology

BIOL 3010 - Modern Biology Laboratory

BIOL 3020 – Zoology

BIOL 3700 – Genetics

BIOL 4200 - Mammalian Physiology

BIOL 4700 - General Ecology

BIOL 4800 - Senior Seminar

Total of 18 credit hours from categories 1-3, with at least one 3 credit hour course chosen from each of categories 1 and 2.

Category 1: Cell/Molecular/Physiology

BIOL 3520 - Medical Microbiology

BIOL 4000 - ~~Advanced Cellular Physiology~~ **Cancer Biology**

BIOL 4090 - Molecular Biology

BIOL 4310 - Applied Microbiology

BIOL 4400 – Virology

BIOL 4510 - Modern Principles of Development

BIOL ~~3530~~ **4650** – Immunology

Category 2: Botany

BIOL 3150 – Horticulture

BIOL 3200 - Taxonomy and Identification of Flowering Plants

BIOL 3230 - Anatomy of the Seed Plants

BIOL 4150 - Plant Physiology

BIOL 4450 - Morphology of Vascular Plants

BIOL 4460 - Phytoplankton Ecology

Category 3: Other

BIOL 3300 – Entomology

BIOL 3310 - Invertebrate Zoology

~~BIOL 3410 - Fundamentals of Nutrition~~

BIOL 3470 – Environmental Restoration

BIOL 3580 - Histological Technique

BIOL 3600 - Salt Marsh Ecology

BIOL 3750 - Natural History of Vertebrate Animals

BIOL 3770 - Developmental and Comparative Anatomy of the Vertebrates

BIOL 3920 – Parasitology

BIOL 4010 – Evolution

BIOL 4210 - Comparative Physiology

BIOL 4220 – Endocrinology

BIOL 4320 - Environmental Microbiology

BIOL 4550 - Biology of Marine Organisms

BIOL 4750 - Tropical Field Biology

BIOL 4910, -20 - Research I and II (only one research course may be counted as a major elective)

BIOL 4950, -60 - Internship I and II (only one internship may be counted as a major elective)

BIOL 4970 - Special Topics (only two special topics may be counted as major electives)

## **12. Modify the Program for the Degree of Bachelor of Science in Biology (Physical Therapy Emphasis)**

**PROGRAM FOR THE DEGREE OF BACHELOR OF SCIENCE IN  
BIOLOGY (Physical Therapy Emphasis)**

B. Major Field Courses ..... 37  
hours

BIOL 3000 - Cell Biology

BIOL 3010 - Modern Biology Laboratory

BIOL 3020 – Zoology

BIOL 3700 – Genetics

BIOL 4200 - Mammalian Physiology

BIOL 4700 - General Ecology

BIOL 4800 - Senior Seminar

Total of 16 credit hours from categories 1-3, with at least one 3 credit hour course  
chosen from each of categories 1 and 2.

Category 1: Cell/Molecular/Physiology

BIOL 3520 - Medical Microbiology

BIOL 4000 - ~~Advanced Cellular Physiology~~ **Cancer Biology**

BIOL 4090 - Molecular Biology

BIOL 4310 - Applied Microbiology

BIOL 4400 – Virology

BIOL 4510 - Modern Principles of Development

BIOL ~~3530~~ **4650** – Immunology

Category 2: Botany

BIOL 3150 – Horticulture

BIOL 3200 - Taxonomy and Identification of Flowering Plants

BIOL 3230 - Anatomy of the Seed Plants

BIOL 4150 - Plant Physiology

BIOL 4450 - Morphology of Vascular Plants

BIOL 4460 - Estuarine Plant Ecology

Category 3: Other

BIOL 3300 – Entomology

BIOL 3310 - Invertebrate Zoology

BIOL 3400 - Human Physiology

~~BIOL 3410 – Fundamentals of Nutrition~~

BIOL 3580 - Histological Technique

BIOL 3750 - Natural History of Vertebrate Animals

BIOL 3770 - Developmental and Comparative Anatomy of the Vertebrates

BIOL 3920 – Parasitology

BIOL 4010 – Evolution

BIOL 4210 - Comparative Physiology

BIOL 4220 – Endocrinology

BIOL 4320 - Environmental Microbiology

BIOL 4550 - Biology of Marine Organisms

BIOL 4750 - Tropical Field Biology

BIOL 4910, -20 - Research I and II (only one research course may be counted  
as a major elective)

BIOL 4950, -60 - Internship I and II (only one internship may be counted as a major elective)  
BIOL 4970 - Special Topics (only two special topics may be counted as major electives)

**B. Computer Science**

**1. Cross-list the following courses:**

**a. Cross-list with ENGR 1371:**

**CSCI 1371 Computing for Engineers**

**3-0-3**

**Prerequisite or co-requisite: MATH 1161**

**Description: Foundations of computing with an introduction to design and analysis of algorithms and an introduction to design and construction of programs for engineering problem-solving.**

**CURCAT**

**Major Department: Computer Science**

**Can course be repeated for additional credit? No**

**Maximum number of credit hours: 3**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Cross-listed: ENGR 1371**

**b. Cross-list with ENGR 1171**

**CSCI 1171 Computing in MATLAB**

**0-3-1**

**Prerequisite: CSCI 1301**

**Description: Introductory computing in MATLAB for students with a solid introductory computing background needing to demonstrate proficiency in the MATLAB language.**

**CURCAT**

**Major Department: Computer Science**

**Can course be repeated for additional credit? No**

**Maximum number of credit hours: 1**

**Grading Mode: Normal**

**Instruction Type: Lecture**

**Cross-listed: ENGR 1171**

**Rationale:** 1) The courses are currently offered by the Engineering Studies Program. Since they are programming courses, the Engineering Studies faculty feel that the Department of Computer Science should offer these courses for Engineering students. The Department of Computer Science proposes to cross-list the courses so they can be taught by either Engineering Studies or Computer Science faculty. 2) MATLAB is widely used in scientific computing and comes with a range of powerful tools for various fields. Since it is a script language, it is easier to learn for non-computing majors. All majors in the newly formed College of Science and Technology can benefit from this course. Note that the one-credit

hour CSCI 1171 is a transitional course for those students who already had CSCI 1301.

**Effective Term: Spring 2009**

**C. Psychology**

**1. Modify the following course description:**

PSYC 2200 Introduction to Psychological Research

3-0-3

Prerequisite: PSYC 1101 or PSYC 1101H and MATH 2200 with a grade of C or better

Prerequisite or corequisite PSYC 2190

Description: An introduction to scientific methodology and its application to **psychology behavior analysis**, with emphasis on data collection methods and statistical techniques including, but not limited to, correlation, factorial ANOVA, and nonparametric procedures. Students are required to perform statistical analyses using SPSS statistical programs, conduct an original psychological investigation, and write an APA style report of the research.

Rationale: Behavior analysis is a specific area of psychology. This course examines the application of scientific methodology to the field of psychology, in general.

**Effective date: Spring 2009**

**2. Modify the following course description:**

PSYC 3000 Human Resource Development Skills

3-0-3

Prerequisite: PSYC 1101 or PSYC 1101H

Description: Introduction to theoretical and applied intervention principles of human resources development for public and private settings. ~~In the B.S. degree it counts as an elective only.~~

Rationale: The B.S. degree requirements will be revised so that students could take this course as a related field course.

**Effective date: Spring 2009**

**3. Modify the following course description:**

PSYC 3160 Clinical Psychology

3-0-3

Prerequisite: PSYC 1101 or PSYC 1101H

Description: ~~Behavioral problems, treatment modes, and theories.~~ **Overview of psychological assessment, psychotherapy, clinical research methods, and related activities and subspecialties.**

Rationale: The proposed course description explains more clearly the course content.

**Effective date: Spring 2009**

**4. Modify the following course description:**

PSYC 3280 Abnormal Psychology

3-0-3

Prerequisite: PSYC 1101 Or PSYC 1101H

Description: ~~Scientific and cultural bases of various conceptions of undesirable behavior, emphasizing application of principles derived from basic research.~~ **Etiology, prevention, and treatment of psychological disorders, along with theoretical perspectives and socio-cultural views of abnormal behavior.**

Rationale: The proposed course description explains more clearly the course content.

**Effective date: Spring 2009**

**5. Modify the following course title and description:**

PSYC 3070 **Sensation and Perception**

3-0-3

Prerequisite: PSYC 1101 or PSYC 1101H

Description: Experimental and theoretical analysis of the nature of **sensory and perceptual** processes.

Rationale: The area of psychology covered in the course is “sensation and perception,” not merely the “perception” half of the subfield.

**Effective date: Spring 2009**

**6. Modify the following course title and description:**

PSYC 3080 **Evolutionary Psychology and Behavioral Science**

3-0-3

Prerequisites: PSYC 1101 or PSYC 1101H, BIOL 1107 or BIOL 1107H and BIOL 1108 or BIOL 1108H

Description: An examination of the role of evolutionary theory in ~~the development of modern behavioral science~~ **contemporary psychological science.**

Rationale: “Evolutionary psychology” is the contemporary name for this subfield of psychology. The proposed course description more accurately describes the focus of the course.

**Effective date: Spring 2009**

**7. Modify the following course title and description:**

PSYC 3190 ~~ANIMAL BEHAVIOR~~ **Comparative Psychology**

3-0-3

Prerequisite: PSYC 1101 or PSYC 1101H

Description: Adaptations and behaviors with which living organisms cope with their environments viewed from mechanistic, **cognitive**, developmental, and evolutionary perspectives.

Rationale: “Comparative psychology” is the contemporary name for this subfield of psychology. The proposed course description more completely describes the focus of the course.

**Effective date: Spring 2009**

**8. Modify the following course title and description:**

PSYC 4080 Learning and ~~Motivation~~ **Behavior**

3-1-4

Prerequisites: PSYC 1101 or PSYC 1101H and PSYC 2200

Description: ~~Methodology and theory associated with the various forms of learning and their motivational concomitants. Laboratory introduction to~~  
**Experimental procedures to measure behavior, learning theories, and laboratory involving** animal care, training and experimentation. ~~Student~~  
Research project required.

Rationale: The course no longer covers “motivation.” It covers “learning and behavior.” The proposed course description more clearly delineates course content, and reduces wordiness.

**Effective date: Spring 2009**

**10. Modify the following course prerequisites:**

PSYC 4100 History and Systems of Psychology

3-0-3

Prerequisites: A minimum grade of C in either PSYC 1101 or PSYC 1101H and a minimum grade of C in either ANTH 1102 ~~or PSYC 2000 with a grade of C or better and either senior standing or permission of instructor~~

Rationale: In our revised degree programs, students could take either ANTH 1102 or PSYC 2000 in Area F for the B.S. degree, but must take PSYC 2000 in Area F for the B.A. degree. Students do not need senior standing or permission of the instructor to enroll in the course.

**Effective date: Spring 2009**

**11. Modify the Program for the Degree of Bachelor of Science in Psychology**

**C. RELATED FIELD COURSES**

11 hrs

~~All courses in this section~~

MATH 2200

BIOL 1107 & L Principles of Biology I

BIOL 1108 & L Principles of Biology II ~~or another sequence from the following if BIOL 1107 and 1108 were taken for Area D:~~

—CHEM 1211/1212 Principles of Chem I/II

~~—PHYS 1111/1112 Intro Physics I/H~~  
~~—PHYS 2211/2212 Principles of Physics I/H~~

**BIOL 1107 or BIOL 1107H & L Principles of Biology I**

**And**

**BIOL 1108 or BIOL 1108H & L Principles of Biology II if not taken for Area D**

**If BIOL 1107 or BIOL 1107H and BIOL 1108 or BIOL 1108H were taken for Area D, then 8 additional hours from Core Area D.I.3 courses, or any PSYC class not taken for other degree requirements**

**Rationale:** This program of study was approved by the University Curriculum Committee in the fall 2007, but was not approved by the Board of Regents until spring 2008. This modification changes the previously approved program of study. By requiring students in the B.S. degree program to complete Option IIA of Core Area D, students would have completed an 8 hour sequence in BIOL, CHEM, or PHYS. We will advise student to select the BIOL 1107 and 1108 sequence for Area D, but if they choose another sequence, then they need to complete the BIOL sequence in Related Field Courses in order to meet the prerequisites for required courses in psychology. If they have completed BIOL 1107 and 1108 for Area D, they could select from a broader range of science or psychology courses for Related Field Courses.

**Effective date: Spring 2009**



## **SECTION II. 5000-level Items Approved**

The undergraduate components of the following items were discussed and approved by the committee. They are being submitted to the Graduate Curriculum Committee for approval of the graduate components.

### **III. College of Liberal Arts**

#### **A. History**

##### **2. Create the following course:**

**HIST 5150U/G Topics in Middle Eastern History**

**3-0-3**

**Undergraduate Prerequisites:** HIST 1111 or HIST 1112 or HIST 1112H or permission of instructor

**Graduate Prerequisites:** None

**Description:** Detailed analysis of a specific problem, theme, or topic in Middle Eastern history. May be repeated as topics vary.

Rationale: Topics in Middle Eastern History will round out the series of 5000 level topics courses in non-western history that the department offers. Currently, only three other topics courses in non-western history exist: Topics in African History, Topics in Asian History, and Topics in Latin American History. Students taking the course for graduate credit will be required to complete more extensive research projects than their undergraduate counterparts.

**Effective Term: Spring 2009**

#### **CURCAT:**

**Major Department:** History

**Can course be repeated for additional credit?** Yes

**Maximum Number of Credit Hours:** 6

**Grading Mode:** normal

**Instruction Type:** seminar or colloquium

##### **7. Modify the following course:**

**HIST 5690U/G Topics in American Thought and Culture**

Rationale: This was the original title of the course when first proposed.

**Effective Term: Fall 2009**

### **IV. College of Science and Technology**

#### **C. Psychology**

##### **9. Modify the following course titles and descriptions:**

a. PSYC 5060U/G Basic Behavior Principles and Behavior ~~Modification~~

**Change** 3-0-3

**Undergraduate Prerequisite:** PSYC 1101 or PSYC 1101H

**Graduate Prerequisite:** Acceptance to the Graduate School or baccalaureate degree in psychology.

Description: Basic principles of **behavior analysis, the definition and characteristics of applied behavior analysis, and behavior change procedures, including positive and negative reinforcement, schedules of reinforcement, punishment, imitation, shaping and chaining, extinction, differential reinforcement, and antecedent interventions.** ~~underlying behavior change, with particular focus on the acquisition and maintenance of desirable behaviors and the reduction or elimination of undesirable behaviors.~~

- b. PSYC 5061U/G Advanced Behavioral Assessment 3-0-3  
Undergraduate Prerequisite: PSYC 5060U  
Graduate Prerequisite: PSYC 5060U or 5060G; and acceptance to the Graduate School or baccalaureate degree in psychology.

Description: **Measurement of behavior, displaying and interpreting behavioral data, experimental evaluation of interventions, selecting intervention outcomes and strategies, behavioral assessment, and ethical considerations. Includes selecting and defining target behaviors, examination of single-subject experimental designs, planning and evaluating behavior analysis research, functional behavior assessment, and a practicum experience.** ~~Methods of observing and measuring human behavior; collecting, analyzing, summarizing, and presenting behavioral data; and verifying outcomes experimentally. Includes examination of single-subject experimental designs, the ethics of behavioral assessment, and a practicum experience.~~

- c. PSYC 5062U/G Advanced Behavior Change Techniques 3-0-3  
Undergraduate Prerequisite: PSYC 5061U  
Graduate Prerequisite: PSYC 5061U or PSYC 5061G; and acceptance to the Graduate School or baccalaureate degree in psychology.

Description: Seminar **course** in which students design, implement, and evaluate behavior change programs **to practice selection of intervention outcomes and strategies, behavioral measurement and assessment, use behavior change procedures and systems support.** Includes a comprehensive survey of recent literature on applied behavior analysis in clinical, educational, vocational, and social settings and examination of ethical issues surrounding behavior change programs.

Rationale: Our department desires to obtain pre-approval from the national board for our three-course sequence in applied behavior analysis (PSYC 5060U/G, 5061U/G, and 5062U/G) so that students who successfully complete the courses (along with other requirements) would be eligible to apply to take the national exam to be certified as a Board Certified Associate Behavior Analyst (BCaBA). In order to obtain pre-approval for our courses, the course descriptions must explicitly list each element/content area required by the board.

**Effective date: Spring 2009**

### **SECTION III. Items Remanded or Rejected**

The following items were discussed and either remanded or rejected by the committee. See individual items for details.

#### **I. College of Education**

##### **1. Create the following course in Area B- Institutional Options: Ethics & Values**

**EDUC 2000 Legal and Ethical Issues in Education**

**3-0-3**

**Prerequisite or Corequisite: None**

**Description: Explores the interaction among ethical theories, philosophical movements, education theory, and legislative action that have shaped public educational policy in the United States. Investigates the ethical and legal bases for establishing and maintaining public education systems with emphasis on civil rights legislation that shaped modern public schooling.**

**Rationale:** Students will receive a broad, historical view of the legal, ethical, and philosophical underpinnings of public education in the United States.

#### **CURCAT**

**Major Department: College of Education**

**Can course be repeated for additional credit: No**

**Maximum credit hours: 3**

**Grading mode: Normal**

**Instruction type: Lecture**

**Effective Fall 2009**

**Discussion:** Ms. Marilyn Hutchinson presented and distributed materials supporting creation of the course. It was asked how much of the content was practical to education majors only. The response was approximately 50%. There was extended discussion of whether the Board of Regents was likely to approve the course for the core, as they look for content that is of academic interest to students in general and not targeted toward specific majors. It was questioned why non-education majors would be interested in taking a course that was 50% specific to education. The committee agreed that the course appears to present useful content, but questioned whether it was broad enough.

It was asked whether the College of Education would still use the course if it were not accepted in Area B. The response was that there is nowhere to put the class in the education programs of study. It was stated that the College of Education is willing to take the risk that the Board of Regents will not approve the class, and that they would reevaluate the course in that case.

It was suggested that structuring the course in a modular fashion, for variable credit (2 or 3), might increase the likelihood of approval of the course. If two thirds of the course was of general interest and one third was specific to education majors, students could select how much of the course to take according to their interests.

The course was remanded to the College of Education for further adjustment.

## **II. College of Health Professions**

### **D. Radiologic Sciences**

#### **2. Create the following course:**

**RADS 3170R Clinical Education Recitation**

**V-0-(1-5)**

**Prerequisite or Corequisite: RADS 3162 or RADS 3302 or RADS 3502 or RADS 3602 or RADS 3762**

**Description: Recitation for students scoring less than 60 on the rising senior examination. Credit earned for RADS 3170R may not be applied to the major field requirements in radiologic sciences.**

**Rationale:** Students scoring less than 60 on the rising senior examination are at risk for program completion. This course will focus on the specific needs of these students and provide an avenue for skill building.

**Effective Term: Spring 2009**

#### **CURCAT:**

**Major Department: Radiologic Sciences**

**Can course be repeated for additional credit? No**

**Maximum Number of Credit Hours: 5**

**Grading Mode: satisfactory/unsatisfactory**

**Instruction Type: Lecture/Practicum**

**Discussion:** The committee discussed whether or not a student should be receiving credit toward graduation for remedial work. The idea behind offering credit was to give the student a financial investment in the class and a commitment in completing the class. It was suggested that, rather than offering credit, the course should be required before the rising senior examination can be retaken. This would ensure the students would have a commitment in taking/completing the class. If it is seen as desirable to make the students pay for the class in order to strengthen the commitment, it was suggested that the department talk to the personnel involved in Regents remediation classes to see how to create a class that is paid for but will not count toward graduation.

The course was not approved.

## **SECTION IV. Other Business**

### **Old Business**

#### **1. Final approval procedure**

The Senate will decide whether curriculum items can be sent to the Registrar before they are approved by the Senate.

#### **2. Procedure for submission of Core Curriculum items**

Historically, the College of Arts and Sciences was arbiter of the core curriculum. It was suggested when our new bylaws were written that this would be the procedure: the college curriculum committees would handle recommendations from their departments and submit them to the UCC; the UCC would submit approved items to the Senate; and then the dean of the originating college would send the item to the Council on General Education at the System Office. It was agreed that this is still the best way of handling core curriculum.

### **New Business**

#### **1. UCC Bylaws regarding graduate curriculum.**

There is an Inconsistency in our bylaws language regarding whether or not the college curriculum committees were responsible for reviewing graduate curriculum before it is sent to the Graduate Curriculum Committee. A subcommittee was composed to look at this. Members are Dr. James Brawner, Dr. Leigh Rich, and Ms. Rochelle Lee.

#### **2. Request from the Senate.**

The Senate has requested that the UCC consider possible modification of the course repeat policy. Currently some students are repeating classes for questionable reasons, such as to pad their GPAs. Repeating courses has ramification for departmental teaching loads. A subcommittee was formed to study what policies other institutions have and to present one or two options for consideration. The subcommittee members are Mr. Leon Jaynes, Dr. Jennifer Zettler, and Dr. Regina Rahimi.

**ADJOURNMENT.** The meeting was adjourned at 4:53 p.m.

Respectfully submitted,

Phyllis Panhorst  
Catalog Editor and Committee Secretary

## Appendix D Educational Technology Committee

### Bylaws

#### **Mission**

The Education Technology Committee will review policies and practices in technological infrastructure, and University policies governing the use of technology in collaboration with other University and senate committees to insure an optimal environment for the educational use of technology, to promote the use of technology in education, and to assist faculty in using technology for teaching, service, and scholarship.

#### **Duties**

The committee will provide coordination and communication among the various University committees and other committees of the Senate that are involved with technology use at AASU for the purpose of ensuring faculty awareness of technology applications related to teaching, learning, and professional development, as well as providing a faculty voice in the evolving policies related to such use.

Specifically, this committee will:

- monitor campus access to educational technology for students and faculty;
- monitor university policies governing the use of technology and technology infrastructure of the University, in collaboration with the Committee on Information Technology;
- monitor ongoing student and faculty development in the use of technological tools in teaching and learning in collaboration with other appropriate committees. Student issues will be addressed by the Student Voice Subcommittee. This subcommittee will consist of the chair of the ETC, at least two other ETC committee members, and one graduate and one undergraduate student representative nominated by the SGA and the Graduate Student Council.
- communicate with the University Advisory Committee for Distance and Online Learning (ACDOL) regarding activities and policies related to distance learning.

#### **Membership**

The committee shall be composed of ten members, including seven faculty members with at least one member from each of the Colleges, and a representative from Computer and Information Services who shall serve as an ex-officio, non-voting member. One undergraduate and one graduate student, nominated by the Student Government Association and Graduate Student Council respectively, will serve as voting members of the Student Voice subcommittee.

**Meetings**

The Committee will meet at least twice each academic semester. The committee will determine meeting dates and time to be posted on the Senate website.

**Reports**

The committee will, upon approval, provide minutes of each of its meetings to the Secretary of the Senate for posting. At the end of each semester, the chair of the committee will submit to the Senate a summary report of committee activities.

## Appendix E Interdisciplinary Studies Committee

### Bylaws

#### **Mission**

The Interdisciplinary Studies Committee will establish and maintain liaisons with departments in all schools and colleges for the purposes of encouraging program development, promoting existing programs, and coordinating interdisciplinary studies at Armstrong Atlantic State University.

#### **Duties**

The committee will recommend policies and procedures affecting (1) the development, promotion, assessment, and scheduling of interdisciplinary courses and programs; and (2) the hiring, evaluation, and promotion of faculty who teach in interdisciplinary programs.

#### **Membership**

The committee shall be composed of nine to fifteen faculty members: it must include the coordinators of all interdisciplinary majors. A minimum of five faculty representing various interdisciplinary minors or certificates shall serve on this committee. A chair for the committee shall be elected at the first meeting of each academic year. The faculty members of the committee shall serve three year terms. The committee shall also have two student members, representing the interdisciplinary graduate and undergraduate programs respectively. These student representatives will be non-voting members and be nominated by the Student Government Association and Graduate Student Council following recommendations from the faculty members of the committee. Student representation shall be established each year, and the student representatives will be asked to serve a one year term.

#### **Meetings**

This committee shall meet at least once per academic semester. The committee will determine meeting dates and times to be posted on the senate website.

#### **Reports**

The minutes of each meeting will be provided to the Secretary of the Senate for posting. At the end of each semester, the chair of the committee will submit to the Senate a summary of committee activities.